



January 2011

Read to Achieve

Important Dates 2010-2011

January 15, 2011
-Program Report Due

May 15, 2011
-Program Report Due

RTA Schools ...

Thank you for your patience this year. I know that accessibility is a key to the success of RTA, and I strive to provide effective, efficient service.

Don't forget, the most up-to-date information may be found at the following link.

<http://www.education.ky.gov/KDE/Instructional+Resources/Read+To+Achieve/>

If you are interested in signing up for the RSS feeds on the What's New Web page, [click here](#) for the directions to receive RSS updates.

I wish each of you a Happy New Year!

Kim Willhoite
RTA Coordinator

RTA Program Evaluation Report II

The midyear evaluation, RTA Program Evaluation Report II, is posted on the RTA Web page under Grant Compliance.

The report is due via e-mail by January 15, 2011.

Directions for submitting:

1. Download the program evaluation.
2. Complete the entire evaluation by typing in the information in the text boxes.
3. Click 'save as' and save the file as the district_school. (ex: Jefferson_Byck).
4. Attach the completed, saved report to an e-

mail message and send to kim.willhoite@education.ky.gov by January 15, 2011.

5. You will receive a confirmation via e-mail once the file has been received. Please allow at least a day for the confirmation e-mail.
6. I will contact you if there are any questions regarding your report.

[Click here](#) to download the document.

The Intervention Services section requires that you report the number of students currently

receiving intervention and those that have received intervention. Please report accurate information.

-mail any additional questions you may have to kim.willhoite@education.ky.gov.

Differentiated Learning
Branch

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Generation Learners

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Specialist

Formative Assessment Strategy

Commit & Toss allows the teacher to get a quick read on ideas and explanations that are prevalent in the class. It is a very engaging way to get a class snapshot of student thinking.

- ◆ Students are given a question.
- ◆ After answering the question, students crumple their paper up into a ball and, upon a signal from the teacher, toss the paper balls around the room until the teacher tells them to stop and pick up or hold on to one paper.
- ◆ Students take the paper they end up with and share the ideas and thinking that are describe on their “caught” paper, not their own ideas.

Commit and Toss. (n.d.). *Bell County*. Retrieved December 20, 2010, from <http://www.bell.k12.ky.us/education/page/download.php?fileinfo=Q29tbWl0X2FuZF9Ub3NzLnBkZjo6Oi93d3cvc2Nob29scy9zYy9yZW1vdGUvaW1hZ2VzL2RvY21nci8xOTQ0ZmlsZTcxOTlucGRm>

The Literacy Link Newsletter

The *Kentucky Literacy Link Newsletter* is a publication designed to address topics that impact literacy instruction in all Kentucky classrooms.



The focus is to share information that may answer some questions teachers and schools have asked, to share at least one literacy strategy and/or to focus on an issue or topic. Also, there is a short section devoted to frequently asked questions, links to useful resources and handy contact information for your convenience.

If you have questions you'd like to see addressed or ideas to share, we welcome your e-mails, so we can use this literacy link to connect teachers across the state by sharing bright ideas and best practices.

[Click here](#) to access the newsletter.

Senate Bill 1 Modules

KET has produced seven informational interactive modules to explain the educational effects of 2009's Senate Bill 1 (KRS 158.6453 and others). Each module includes readings, videos and interactive exercises.

The modules are:

- Module 1: Kentucky's Next Education Reform: Overview
- Module 2: Revised State Content Standards
- Module 3: Great Teachers and Great Leaders

- Module 4: Assessment Literacy
- Module 5: Balanced Assessment and Accountability System
- Module 6: Turning Around Struggling Schools
- Module 7: College and Career Readiness

To get to the modules, follow the steps outlined below:

- Go to the Teachers' Domain website <http://www.teachersdomain.org/>.

- Find “State and Local Connections” at the bottom of the page.
- Use the left arrow until you see “Transforming Education in Kentucky” link, which will bring up a log-in page. The services on this website are free.

*“Today a reader,
tomorrow a leader”*

-Margaret Fuller

Tips for Reading Time

- Preview the book. This will help give the struggling reader context. Let the kid know about the main character's hard-to-sound-out name or location.
- Use [guided reading techniques](#).
- For beginning or very poor readers, do most of the reading, but have the child follow along with a finger or the eraser-end of a pencil. When you get to a word that s/he should know or that is very clear in context, let the reader join in. This works especially well with books that repeat content (like "This is the house that Jack built") or with words that rhyme at the end of a sentence.
- Take turns reading. Switch after every chapter, page, or even after every sentence if necessary. Or do "echo reading", where both child and adult read at the same time.
- Take over if the reader gets very frustrated. Finish reading the book out loud to show how fun a story can be.
- If the reader struggles with a word or two in the middle of the sentence, have him/her go back and reread the whole sentence (or read it out loud). Otherwise, the reader will probably not know what is going on in the book.
- Reread the same book several times. Read it back-to-back if you both feel like it. Do not worry if it seems like the child is memorizing the book instead of reading it. Memorization is a typical first step. Seeing patterns and understanding how books work are important precursors to reading.
- Have the child read to someone/thing nonthreatening, like a dog or a younger child.



*"The more that you
read, the more
things you will
know. The more
that you learn the
more places you'll
go."*

-Dr. Seuss

Learning to read is a complex process, and it requires plenty of patience and work from both the reader and the helping adult. Making the reading situation more pleasant can go a long way to easing anxiety and opening doors to improved literacy.